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out of so great a variety of experience and of opportunity. She likewise emphasizes the lack of intelligence likely to result from an undue emphasis upon the domestic life which may await many of these girls, but only after a period of wage-earning. And during this period some equipment of an industrial or trade character will make all the difference between independence and dignity on the one hand and helplessness and discouragement on the other.

The study is called a "statistical study." To the student of education, however, the points made are so obvious that statistical confirmation seems hardly necessary. The stories of individual pupils, giving material for effective appeal, the illustrations showing the youth and frailty of these wage-earners upon whom the modern world is allowing heavy burdens to be laid, give a new sense of responsibility to everyone connected with the educational system, which though having millions of eyes has yet failed to see and innumerable tongues has yet failed to persuade the community of the incalculable waste growing out of failure better to safeguard and to develop these minds and bodies, in whose protection and education rests the permanent well-being of the community.

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West Side Studies. Carried on under the direction of PAULINE GOLD-MARK. *Boyhood and Lawlessness; The Neglected Girl.* By RUTH S. TRUE. New York: Survey Associates, 1914. Pp. xix+215 and iii+143. \$2.00.

This volume of studies is part of a wider investigation of social and economic conditions on the Middle West Side of New York. *A Historical Sketch* and *Mothers Who Must Earn* complete the set.

The 80 blocks bordering on the Hudson River between 34th and 54th streets, known as the Middle West Side, contains a homogeneous and relatively stable population, originally Irish and German. It does not form a problem in recent immigration, therefore, for a large number of families of the second generation live here, whose parents were born and brought up in the neighborhood. These two studies, the one of 294 boys of this neighborhood, the other of a representative group of 65 girls, bring into striking prominence the inevitable effect upon the youth of both sexes of such pathological social and economic conditions as crowded, unsanitary tenements, lack of play provision of a normal sort, poverty, working mothers, and a long previous tradition of lawlessness and vice. The boys brought up in this environment are unavoidably and inevitably vicious, and finally often criminal. Physically stunted by inadequate nourishment, cigarette smoking, and beer drinking, familiar from infancy with fighting and with immoral practices of various sorts, these boys have no resistance, physical or moral, to temptations of any kind.

The girls here studied are influenced primarily in their development by home conditions. Dire poverty, showing in a high infant mortality, shows even more in the lowered vitality of the girls, in "ignorance, immorality, drinking, filth, degradation" at home. Not so much delinquency as "frustrated and dwarfed development" is the difficulty in the case of the girls. A sympathetic and valuable analysis of the psychology of this type of girls is here contributed. A chapter on the Italian girl brings out the closer kinship bonds in this group and their restraint upon the girl as well as the gradual loosening of the bonds under American influences.

These studies do not attempt to recommend solutions of the problems they analyze. But they do bring out, both implicitly and explicitly, the intricacy of these facts and the failure of our governmental, social, and educational agencies to deal adequately with them. For example, improvement of dance halls does not offset the influence of home and street for the girls. The court has failed even to deal adequately with its individual cases, much less make any constructive or permanent effect upon the neighborhood. Unfortunately, while truancy and the failure of the school law are discussed at some length, the relation of the course of study in detail to the needs of these boys and girls is not discussed.

The volume contains full appendices with tables and discussion of the economic condition of the families.

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First-Year Mathematics for Secondary Schools. By ERNST R. BRESLICH.
Chicago: The University of Chicago Press, 1915. Pp. xvii+344.
\$1.00.

The problem of the reconstruction of the secondary-school course in mathematics has been the subject of experimentation in the School of Education of the University of Chicago for many years. No one alive to the situation questions the importance of the problem or the value of this experimentation under test conditions in one of our great educational institutions. The result of this study, a course in fusion mathematics by Ernst R. Breslich, the first volume of which has just appeared from the University of Chicago Press, will command the attention of teachers of mathematics and educators generally. The book, which provides the material for the first year's work in high-school mathematics, is one of the most valuable contributions that have been made in recent years to the remaking and reworking of the traditional subject-matter of education to meet the demands of the age for practicality and psychologic organization. While some of the recent texts in algebra and geometry have added some new material and make slight changes in arrangement, we have in Mr. Breslich's book a bold and fearless attempt at radical reorganization. We feel, as we read it, that in the movement to correlate mathematics, begun